# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I

# 2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

| DISTRICT INFORMATION | SCHOOL INFORMATION |
|---|---|
| District: Dover Public Schools | School: Dover Middle School |
| Chief School Administrator: Mr. Robert Becker | Address: 302 East McFarlan St. Dover New Jersey 07801 |
| Chief School Administrator's E-mail: rbecker@dover-nj.org | Grade Levels: 7-8 |
| Title I Contact: Mr. Kevin Bullock | Principal: Robert N. Franks |
| Title I Contact E-mail: kbullock@dover-nj.org | Principal's E-mail: rfranks@dover-nj.org |
| Title I Contact Phone Number: 973 989-2004 | Principal's Phone Number: 973 989-2040 |

## Principal's Certification

**The following certification must be made by the principal of the school.  Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.


Robert N. Franks                                    *Robert N. Franks*                                    June 30, 2015
**Principal's Name (Print)**                    **Principal's Signature**                                    **Date**

# SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

## Critical Overview Elements

- The School held _____2_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ 4,032,251, which comprised 94.1% of the school's budget in 2014-2015.

- State/local funds to support the school will be $4,034,208, which will comprise 94.6% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

| Item | Related to Priority Problem # | Related to Reform Strategy | Budget Line Item (s) | Approximate Cost |
|------|------|------|------|------|
| Class Size Reduction | 1 | Intervention to Address Student Achievement | Salaries | $176,148 |
| | | | Benefits | $45,798 |
| Title I Extended-day Programs | 2 and 3 | Extended Day/Year Interventions to Address Student Achievement | 100 – 100 Employee Salaries | $4,378 |
| Title I Extended-year Summer Program | 2 and 3 | Extended Day/Year Interventions to Address Student Achievement | 100 – 100 Employee Salaries | $3,673 |
| Community LAL and Math Nights | 2 and 3 | Parental Involvement | Salary (Timesheets) | $1,447 |
| | | | 200 – 600 Non-instructional Supplies | $200 |
| Parent Newsletters/Library | 2 and 3 | Parental Involvement | 200-600 Non-instructional Supplies | $800 |

# SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

*ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

## Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note**: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee.  Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan.  Signatures should be kept on file in the school office.  Print a copy of this page to obtain signatures.  **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***Add lines as necessary***.

| Name | Stakeholder Group | Participated in Comprehensive Needs Assessment | Participated in Plan Development | Participated in Program Evaluation | Signature |
|------|-------------------|-----------------------------------------------|--------------------------------|-----------------------------------|-----------|
| Robert N. Franks | Principal | X | X | X | |
| Heather Carlton | Vice Principal | X | X | X | |
| Madelyn Aragon | Support Staff | X | | X | |
| Joan Hoyt | Parent Representative | X | | X | |
| Josh Sabol | Classroom Teacher | X | X | X | |
| Ana Rosa Acevedo | Guidance Representative | X | X | X | |
| Barbara McGuinness | Special Ed. Teacher | X | X | X | |
| Mary Petersen | Classroom Teacher – LAL Specialist | X | X | X | |
| Karen Boze | Classroom Teacher – Math Specialist | X | X | X | |
| Michael Thiel | Law Enforcement | X | | X | |
| Jason Young | BIL/ELL Teacher | X | X | X | |

### Stakeholder/Schoolwide Committee Meetings

**Purpose**:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

| Date | Location | Topic | Agenda on File | | Minutes on File | |
|---|---|---|---|---|---|---|
| | | | Yes | No | Yes | No |
| September 11, 2014 | DMS Media Center | Comprehensive Needs Assessment | Yes | | Yes | |
| June 9, 2015 | DMS Media Center | Schoolwide Plan Development | Yes | | Yes | |
| June 19, 2015 | DMS Media Center | Program Evaluation | Yes | | Yes | |
| June 25, 2015 | Principal's Office | Plan Development | Yes | | Yes | |

*Add rows as necessary*.

## School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

| | |
|---|---|
| **What is the school's mission statement?** | Student Families and Faculty, Learning Growing Succeeding Together |

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program *
**(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1.  Did the school implement the program as planned?

    The program was implemented in multiple facets.  Data was disaggregated with sub sequential action plans that were carried with the involvement of all stakeholders. Dover Middle School successfully implemented the majority of the plan using authentic data as its driving force.

2.  What were the strengths of the implementation process?

    Some of the strengths identified included the collection of data to support the need for action.  Involving all stakeholders to take part in the implementation process led to a clearer path in its execution. Parents, students and faculty were involved in the implementation of the plan.

3.  What implementation challenges and barriers did the school encounter?

    One barrier that Dover Middle School encountered was that of initial parental involvement.  Lack of parental involvement could have been from work responsibilities and the language difficulties as nearly 20% of parents responded these were barriers on the Needs Assessment Survey. The school attempted to overcome these barriers by varying meeting times and providing translation services during meetings.

4.  What were the apparent strengths and weaknesses of each step during the program(s) implementation?

    The strength of the program implementation was the synergy of the professional staff and communications to all stakeholders.  In addition, teachers were excited to glean new skills from PD opportunities and put theory into practice to move forward in meeting

the tenets of 21st Century education. One issue continually encountered was students' inability to participate in after school programs. We continued a morning program to support those students, providing them with greater opportunities to succeed.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Various meetings were held with teachers who were the impetus behind much of the ideology of the plan.  The administration communicated plans to other stakeholders school wide while the teachers "sold" programs to parents through incentive based opportunities offered to the students in their classrooms. Parental participation varied from event to event, but overall parental support was positive.

6. What were the perceptions of the staff?  What tool(s) did the school use to measure the staff's perceptions?

   Staff perceptions vary but support for the school-wide plan was positive. Teachers were involved to varying degrees in the design and implementation of the plan and its evaluation.  A needs assessment survey via Google Docs was implemented to measure the staff perceptions.

7. What were the perceptions of the community?  What tool(s) did the school use to measure the community's perceptions?

   At Title I community events surveys are returned from the public.  Feedback from these surveys has been overwhelmingly positive. They have also been used as the impetus behind future programming.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   The delivery of each program was presented to staff by the administration then shared with students and parents via various forms of communication.  For example, invitations were sent out for meetings throughout the year, teachers promoted different events through their classrooms and on the school website, and extended-day programs were offered to eligible students with the approval of their parents.  The majority of programs were offered as a group session in the form of parental involvement activities or student academic support programs.

9. How did the school structure the interventions?

Students in need of additional educational interventions were identified in the beginning of the year based on a multiple measure matrix.  Students' report card grades, standardized test scores, and teacher recommendations were used to develop a criteria for identification.  Intervention LAL and intervention math were supplemental courses conducted during the regular school day, and extended learning opportunities were provided before and after school.  A summer program was also conducted during the month of July.

10. How frequently did students receive instructional interventions?

Students who participated in the intervention classes received supplemental instruction two (2) times a week.  The established groups were fluid as students were able to work their way out of the program, while others could be placed into the program depending on their needs and the results of formative and benchmark assessments. The students who participated in the extended day tutoring program received services up to four times a week beginning in October and continuing through May.

11. What technologies did the school use to support the program?

Data to analyze ongoing performance was generated from a variety of technologies including Google Docs, Moby Max, Evernote and MyAccess, which is an online writing assessment tool.

12.  Did the technology contribute to the success of the program and, if so, how?

Teaching staff utilized a variety of online assessment strategies. The data gathered utilizing Google Docs, Moby Max, Evernote and My Access was fresh and up to date.  Reports/analysis were generated to identify students in need of remediated instruction in specifically identified areas of the State Standards.   In addition, Oncourse, the schools on-line lesson planner was used to site multiple modalities, which was inclusive to but not limited to various websites that were available to parents and students.  The school website kept parents abreast of initiatives and programs that they could support throughout the year.

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Student Performance

### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

| English Language Arts | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 7 | 34 | | Some students participated in a supplemental intervention LAL class during the day. Additionally, an extended-day program was conducted. | Although we were unable to meet our APT targets in LAL, 47% of the students enrolled in intervention LAL demonstrated growth on the NJASK. |
| Grade 8 | 51 | | Some students participated in a supplemental intervention LAL class during the day. Additionally, an extended-day program was conducted. | Although we were unable to meet our APT targets in LAL 92% of the students enrolled in intervention LAL demonstrated growth on the NJASK. |

| Mathematics | 2013-2014 | 2014-2015 | Interventions Provided | Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention). |
|---|---|---|---|---|
| Grade 7 | 34 | | Some students participated in a supplemental intervention Math class during the day. Additionally, an extended-day program was conducted. | In addition to meeting our APT targets in math, 38% of the students enrolled in intervention math demonstrated growth. |
| Grade 8 | 15 | | Some students participated in a supplemental intervention Math class during the day. Additionally, an extended-day program was conducted. | In addition to meeting our APT targets in math, 66% of the students enrolled in intervention math demonstrated growth. |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Interventions and Strategies

*Interventions to Increase Student Achievement* – **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA and Math | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | **Systematic On-line Lesson Planning** | Yes | Administrators' weekly comments, teachers' lesson plans, formal / informal observations, and student achievement on the state assessments | This approach ensured that vital components of lesson planning were met and necessary components were included in teachers' lesson plans.  On a weekly basis, 100% of staff members submitted their lesson plans using the on-line lesson-planning program. |
| ELA | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | **6 + 1 Traits of Writing**<br>As Language Arts has been identified as a priority problem, the district has adopted the 6+1Traits of Writing to develop a consistent model across grade levels. | Yes | Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal / informal observations, and student achievement on the state assessments | 100% of language literacy instructors implemented the components of Six Plus One Writing Traits in their classrooms, resulting in the attainment of APT in the White Black and Hispanic subgroups. |
| ELA | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | **Intervention Language Arts**<br>Students in grades 7 and 8 are identified for inclusion into this twice per week supplemental class based on a review of their state assessment results, report cards, and teacher recommendation. | Yes | Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal / informal observations, and student achievement on the state assessments.<br><br>SGO Benchmark Assessments | As a result of the school's Intervention Language Arts program during the 2013/14 school year, 74% of the 85 participants demonstrated a level of proficiency or advanced on the 2014 NJASK assessments compared to 52% during the 2013 NJASK assessment. |
| Math | All subgoups including ELL, homeless, students with disabilities, and economically | **Intervention Mathematics**<br>Students in grades 7 and 8 are identified for inclusion into this twice per week supplemental class based on a review of their state | Yes | Administrators' weekly comments pertaining to lesson plans, teachers' weekly lesson plans, formal / informal observations, and student achievement on the state assessments. | As a result of the school's Intervention Math program during the 2013/14 school year, 47% of the 49 participants demonstrated a level of proficiency or advanced on the 2014 NJASK assessments compared to 41% during the 2013 NJASK assessment. |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | disadvantaged | assessment results, report cards, and teacher recommendation. | | SGO Benchmark Assessments | As of the writing of this plan, 90% of teachers were rated as effective for their SGO. |
| ELA | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | **MyAccess**<br>An online writing assessment program was implemented through all grade 7 and 8 LAL classes | Yes | Administration is able to access usage reports and glean assessment results for individuals or groups of students. | Teaching staff were engaged in sustained professional development throughout the year on utilizing the MyAccess program. 100% of Language Arts staff met their SGO. |
| All Content Areas | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | One to One Laptop initiative | Yes | Administration lesson plan comments and formal observation recommendations related to the inclusion of technology infusion into daily instruction. | Lesson plans serve as documentation that staff incorporated the use of laptop into their routine lessons. Additionally, 95% of staff were able to achieve their student growth objectives. |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

*Extended Day/Year Interventions* –  **Implemented in 2014-2015 to Address Academic Deficiencies**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| ELA / Math | All subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | Title I Academic Assistance Center offered before and after school | Yes | Daily attendance of students, student report cards and state assessment results | Participants demonstrated growth on the NJASK assessments, and the school achieved APT in many areas.  PARCC results are pending.   85% of these students passed their LAL and/or mathematics course for the year.  108 total sessions were conducted throughout the course of the school year.  The number of students attending each day varied between 1 and 14 students. Attendance rate was higher earlier in the year and less as the year progressed. |
| ELA | Identified Students | Title I Extended-year Summer Program: Problem Based Learning Summer Program | No | Daily attendance of students, student report cards and state assessment results | This program was not very well attended during the summer making it difficult to evaluate its effectiveness. |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

## Evaluation of 2014-2015 Interventions and Strategies

*Professional Development* – **Implemented in 2014-2015**

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| At Risk Students | Teaching staff | Learning in the Fast Lane PLC | Yes | Participant feedback, staff surveys, and administrative review of lesson plans, formal/informal observations and professional discussions related to the topic. | Six meetings were conducted throughout the year with a minimum of 12 teachers participating on the team. Teachers focused on investigating strategies that could be used to support identified at risk learners. Strategies gleaned were incorporated into lesson plans and used to assist in teachers attaining their SGO's. 91% of participating staff members achieved their student growth objectives. |
| Math and ELA | Teaching staff | Deconstructing the PARCC | Yes | Participant feedback, staff surveys, and administrative review of lesson plans, formal/informal observations and professional discussions related to the topic. | Nine teaching staff members met to understand the PARCC assessments and implement instructional strategies in all subject areas to prepare the students for the new assessment. 92% of math and ELA teaching staff met their student growth objectives. |
| Special Educ. | Teaching Staff | Dynamic Learning Maps | Yes | Implementation of the DLM's during the prescribed time constraints. Pending results of DLM's. | Five teaching staff members met 8 times to familiarize themselves with the expectations and nuances of implementation of the newly established dynamic learning maps. 100% of special education teaching staff achieved their student growth objectives. |
| Science | Teaching Staff | Analyzing and Interpreting charts and graphs | Yes | Participant feedback, staff surveys, and administrative review of lesson plans, formal/informal | Science department staff reviewed available data to identify areas of weakness among current learners. Analyzing charts and graphs was deemed an area that many students |

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| | | | | observations and professional discussions related to the topic. | struggled with. Staff identified and implemented strategies to support student learning. 100% of Science teaching staff achieved their student growth objectives. |
| Music | Teaching staff | Vocal Music Instruction | Yes | Participant feedback, staff surveys, and administrative review of lesson plans, formal/informal observations and professional discussions related to the topic. | Music department staff collaborated to review and analyze vocal music instructional practices to support student needs. 100 % of music department staff successfully achieved their student growth objectives. |

*Family and Community Engagement* **Implemented in 2014-2015**

| 1<br>Content | 2<br>Group | 3<br>Intervention | 4<br>Effective<br>Yes-No | 5<br>Documentation of<br>Effectiveness | 6<br>Measurable Outcomes<br>(Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| Math and Science | Parents and all subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | Community Mathematic/Science Night | Yes | Feedback Form, Attendance Sheet, and SGO Results | These programs provided parents with opportunities to explore the various ways in which mathematical and scientific concepts can be applied to real life situations through hands-on activities completed with their child.  As a result, parents enhanced their child's potential for success in academic, behavioral, and social endeavors. |

# SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

| 1 Content | 2 Group | 3 Intervention | 4 Effective Yes-No | 5 Documentation of Effectiveness | 6 Measurable Outcomes (Outcomes must be quantifiable) |
|---|---|---|---|---|---|
| All subject areas | Parents and all subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | Standards, PARCC and School Resources Information Night | Yes | Event Evaluation forms, Sign in sheets, | The parents in attendance were pleased with the informative session. Comments included, "I learned some things I did not know about the PARCC, now I can make an informed decision about opting out or not" and "I am looking forward to working with my child and her teachers". |
| ELA Social Studies | Parents and all subgoups including ELL, homeless, students with disabilities, and economically disadvantaged | Community Literacy Night. Food and Family | Yes | Event Evaluation forms, Sign in sheets, SGO's | The purpose of this writing event was to bring families together to discuss how memories are created "around the dinner table" and create a story using the skills students have been learning in the classroom. Staff and Administration hosted the event for all DMS families. Over 100 stakeholders were in attendance and the feedback was overwhelmingly positive.<br><br>At this point over 80% of all students achieved their SGO target score. |

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

### Principal's Certification

**The following certification must be completed by the principal of the school.  Please Note:** Signatures must be kept on file at the school.  A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☒  I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan.  Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.


Robert N. Franks                                     *Robert N. Franks*                                     June 30, 2015
**Principal's Name (Print)**                 **Principal's Signature**                            **Date**

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

## 2015-2016 Comprehensive Needs Assessment Process
### *Data Collection and Analysis*

**Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015**

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| Academic Achievement – Reading | NJASK 7 Language Arts NJASK 8 Language Arts NJASK APA Assessments | Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 7th grade students was: 62.9% for the Total population (2013 63.6%) 73.6% for the White Population (2013 63.6%) 62% for the Hispanic Population (2013 63%) 60% for the Economically Disadvantage Population (2013 62%) 40% for the Special Education Population (2013 52.7%) Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 8th grade students was: 80% for the Total population (203 78.6%) 82.6% for the White Population (2013 77.7%) 81.3% for the Hispanic Population (2013 79%) 76.9% for the Economically Disadvantage Population (2013 78.5%) 63% for the Special Education Population (2013 60%) Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 7th and 8th grade students was: 71.9.% for the Total population (2013 78.4%) 78.5% for the White Population (2013 83.9%) |

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| | | 71.9% for the Hispanic Population (2013 75.3%) |
| | | 68.9% for the Economically Disadvantage Population (2013 74%) |
| | | 50.8% for the Special Education Population (2013 67.9%) |
| Academic Achievement - Writing | NJASK 7 Language Arts<br>NJASK 8 Language Arts<br>NJASK APA Assessments | Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 7th grade students was:<br>62.9% for the Total population (2013 63.6%)<br>73.6% for the White Population (2013 63.6%)<br>62% for the Hispanic Population (2013 63%)<br>60% for the Economically Disadvantage Population (2013 62%)<br>40% for the Special Education Population (2013 52.7%)<br><br>Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 8th grade students was:<br>80% for the Total population (2013 78.6%)<br>82.6% for the White Population (2013 77.7%)<br>81.3% for the Hispanic Population (2013 79%)<br>76.9% for the Economically Disadvantage Population (2013 78.5%)<br>63% for the Special Education Population (2013 60%)<br><br>Based on the cycle I results of the 2014 NJASK Language Arts assessment, the proficiency percentage for 7th and 8th grade students was:<br>71.9% for the Total population (2013 78.4%)<br>78.5% for the White Population (2013 83.9%)<br>71.9% for the Hispanic Population (2013 75.3%)<br>68.9% for the Economically Disadvantage Population (2013 74%)<br>50.8% for the Special Education Population (2013 67.9%) |
| Academic Achievement - Mathematics | NJASK 7 Math<br>NJASK 8 Math | Based on the cycle I results of the 2014 NJASK Math assessment, the proficiency percentage for 7th grade students was: |

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| | | 65.2% for the Total population (2013 66%) |
| | | 73.6% for the White Population (2013 72%) |
| | | 60.3% for the Hispanic Population (2013 65%) |
| | | 59.3% for the Economically Disadvantage Population (2013 65%) |
| | | 34.4% for the Special Education Population (2013 55.5%) |
| | | |
| | | Based on the cycle I results of the 2014 NJASK Math assessment, the proficiency percentage for 8th grade students was: |
| | | 79.4% for the Total population (2013 75.7%) |
| | | 91% for the White Population (2013 80.5%) |
| | | 80.1% for the Hispanic Population (2013 75%) |
| | | 79.4% for the Economically Disadvantage Population (2013 71%) |
| | | 71% for the Special Education Population (2013 56.6%) |
| | | |
| | | Based on the cycle I results of the 2014 NJASK Math assessment, the proficiency percentage for 7th and 8th grade students was: |
| | | 72.7% for the Total population (2013 71%) |
| | | 83.3% for the White Population (2013 88.2%) |
| | | 70.4% for the Hispanic Population (2013 70.8%) |
| | | 68.8% for the Economically Disadvantage Population (2013 76.5%) |
| | | 52.6% for the Special Education Population (2013 67.9%) |
| Family and Community Engagement | Parent Needs Assessment Survey | The Dover Middle School parent population was surveyed to garner information about the home/school connection.   After analyzing the results, some key findings included but were not limited to the following: <br><br> • All participants agreed they felt welcome when they come to the school and feel comfortable communicating with the administration <br> • 60% of parents would like to better understand the way the school system works. <br> • 97% of parents felt what they contribute to the school is valued. |

| Areas | Multiple Measures Analyzed | Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable) |
|---|---|---|
| | | 20% of parents have difficulty participating in their child's education due to time constraints (job/other responsibilities). |
| Professional Development | SPDC Survey | These measures indicate teacher satisfaction with professional development opportunities offered during the school year and summer months.  Teachers strongly felt there was a relationship between the professional development activities and their individual classrooms. |
| Students with Disabilities | NJASK and APA | Proficiency Percentages: <br> NJASK – Grade 7 LAL = 62.9% <br> NJASK – Grade 8 LAL = 80% <br><br> NJASK – Grade 7 Mathematics = 65.2% <br> NJASK – Grade 8 Mathematics = 79.4% <br><br> APA Grade 7 LAL = 83.3% <br> APA Grade 7 Math = 66.6% <br><br> APA Grade 8 LAL = 87.2% <br> APA Grade 8 Math = 94.1% |
| English Language Learners | ACCESS | AMAO =Our most recent data indicates 91%, which exceeded the target by 16% |
| Economically Disadvantaged | NJASK | Proficiency Percentages: <br> Grade 7 LAL = 62.9% <br> Grade 8 LAL = 80% <br><br> Grade 7 Math = 65.2% <br> Grade 8 Math = 79.4% |

### 2015-2016 Comprehensive Needs Assessment Process*
### *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   The FY'2015 needs assessment was developed using a multi-tiered approach. A comprehensive needs assessment was conducted over a period of several months. A school profile was created that encompasses student achievement, curriculum and instruction, professional development, family/community involvement and school context/organization. The input of the faculty was integral to the needs assessment process. The faculty members and administration from Dover Middle School worked collaboratively to conduct the needs assessment. Parent advisory council meetings were also conducted and included needs assessment as part of the agenda.

2. What process did the school use to collect and compile data for student subgroups?

   Data released by the NJDOE pertaining to the NJASK results for all student subgroups is a primary source of data that is collected by the Assistant Superintendent of Schools and compiled in a district database. The scores of students in the district less than one year are removed and the subgroup scores are analyzed. Scores are compared with Annual Performance Targets for the school. School performance report data is also analyzed, and the results are compared to county and state averages.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

   The State of New Jersey ensures NJASK scores are statistically reliable by employing a 95% confidence interval around APT. Over 95% of each subgroup at Dover Middle School was assessed adding to the validity of the data.

4. What did the data analysis reveal regarding classroom instruction?

   There continues to be a significant gap in achievement between the 7th and 8th grade. The percentage of students scoring proficient or advanced proficient in grade 8 is significantly higher in each subgroup category in language arts literacy and mathematics.

   After reviewing samples of assessment data, 7th grade student population demonstrated a slight decline in 5 of 6 subgroups in the area of language arts literacy.

   The Intervention Language Arts and Math classes have been effective based on the increase in student achievement levels. Intervention LA students demonstrated a 22% increase in proficiency and Intervention Math students demonstrated a 7% increase in proficiency. Based on 2014 NJASK results, failing to make APT in 3 of 6 subgroups in LAL, is a concern that must be addressed.

**5.** What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Dover Middle School administrators and teachers fully support the concept that professional development activities should be grounded in educational research and best practices that will enable staff members to fully comprehend the underlying pedagogy of effective instructional strategies in mathematics and language arts as well as utilizing appropriate resources to address the varied needs and learning styles of our students. Using the data from recent state tests, it appears that the successful acquisition and utilization of skills associated with language arts literacy is still an area of concern. The teaching staff participated in a variety of professional learning communities targeting at risk students, technology, PARCC, and specific areas identified as areas of weakness. Embedding LAL instruction across all disciplines continued to be a focus for all staff. Writing across the curriculum utilizing the 1:1 laptop initiative will hopefully pay dividends for future success. Dover Middle School's ability to meet the annual proficiency targets for math may be directly related to the intensive and personalized coaching methods of past LL Teach workshops and professional development opportunities through frequent collaboration with the supervisor of mathematics and the teaching staff, specifically the summer workshops utilized to analyze data.

**6.** How does the school identify educationally at-risk students in a timely manner?

In addition to using a district database to track students' achievement on state assessments, pre-and post-assessments along with student grades and teacher recommendation are used to identify at-risk students in a timely manner.

**7.** How does the school provide effective interventions to educationally at-risk students?

At-risk students are provided with opportunities through the academic assistance center, extended-day/year programs, and supplemental intervention classes in language arts and math.

**8.** How does the school address the needs of migrant students? N/A

**9.** How does the school address the needs of homeless students? N/A

**10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers were engaged in decisions regarding the appropriate use of assessments through the use of professional collaboration periods, faculty meetings and department meetings. During these meetings, teachers review state assessment / benchmark data, discuss effective instructional strategies, and develop appropriate assessments. Teachers also engaged in professional learning communities on a variety of topics.

**11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

The middle school administration provides an orientation for all incoming 7th grade students that includes an information session, a guided tour with current students and a Q&A session. Parents are also invited to an orientation presentation held prior to the start of school.

**12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

In addition to closely analyzing the item analysis from the comprehensive needs assessment surveys, members of the Schoolwide Planning Team and the School NCLB Committee reviewed several years worth of standardized test data, NCLB school report card information, and school data (attendance, discipline, and enrollment).

# SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

## 2015-2016 Comprehensive Needs Assessment Process
### *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan.  Complete the information below for each priority problem.

| | #1 | #2 |
|---|---|---|
| Name of priority problem | Teachers to Reduce Class Size | Improving Language Arts Literacy and Reading Instruction |
| Describe the priority problem using at least two data sources | The school must address the needs of all students in order to ensure the school meets and exceeds the state's Annual Performance Targets.  Additionally, smaller class sizes are needed to enhance the school's overall academic program. | The school must ensure that students attain the NJDOEs Annual Performance Targets and increase the percentage of students demonstrating proficient or advanced proficient on State Assessments. Students Growth Objectives will also be analyzed. |
| Describe the root causes of the problem | In order to make the necessary academic gains, many students need a high level of individualized instruction, which smaller class sizes will foster. | 7th grade student LAL scores are dramatically lower than the 8th grade student scores. The percentage of 7th grade students passing the state assessment averaged approximately 18 percentage points fewer than 8th grade students. Transition services for incoming 7th grade students need to be assessed. |
| Subgroups or populations addressed | All students | All students |
| Related content area missed (i.e., ELA, Mathematics) | Schoolwide (LAL)<br>Schoolwide (Math)<br>White (LAL)<br>White (Math)<br>Black (LAL)<br>Hispanic (LAL)<br>Students with Disabilities (LAL)<br>Students with Disabilities (Math)<br>Economically Disadvantaged (LAL)<br>Economically Disadvantaged (Math) | Schoolwide (LAL)<br>White (LAL)<br>Black (LAL)<br>Hispanic (LAL)<br>Students with Disabilities (LAL)<br>Economically Disadvantaged (LAL) |
| Name of scientifically research based intervention to address priority problems | The Principles of Educational Reform: Guidance for Class-Size Reduction Program (April 2000)<br><br>The Schooling Practices That Matter Most (2000) by Northwest Regional Educational Laboratory | Research-Based Content Area Reading Instruction (2002) by Texas Reading Initiative<br><br>Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008) from The Institute of Education Sciences (IES) National Center for Education Evaluation and Regional |

| | | Assistance<br><br>Effective Practices for Developing Reading Comprehension (2002) by What Research Has to Say About Reading, Third Edition |
|---|---|---|
| How does the intervention align with the Common Core State Standards? | Teachers develop lessons that are aligned with the district's curriculum guides. Lessons also support the attainment of the district's student learning goals, which are predicated around the Common Core State Standards. | Teachers develop lesson that are aligned with the district's curriculum guides. Lessons also support the attainment of the district's student learning goals, which are predicated around the Common Core State Standards. |

**2015-2016 Comprehensive Needs Assessment Process**
*Description of Priority Problems and Interventions to Address Them (continued)*

|  | **#3** |
|---|---|
| Name of priority problem | Improving Mathematics Instruction Grades 7 – 8 |
| Describe the priority problem using at least two data sources | The school must ensure that students attain the NJDOEs Annual Performance Targets and increase the percentage of students demonstrating proficient or advanced proficient on the State Assessments.  Students' scores are significantly dropping at the middle school level. Student Growth Objectives will also be analyzed. |
| Describe the root causes of the problem | Faculty must provide more differentiated instructional strategies to ensure the needs of all learners are being addressed. |
| Subgroups or populations addressed | All students |
| Related content area missed (i.e., ELA, Mathematics) | Schoolwide (Math)<br>White (Math)<br>Students with Disabilities (Math)<br>Economically Disadvantaged (Math) |
| Name of scientifically research based intervention to address priority problems | *Turning Around Chronically Low-Performing Schools* (May 2008) from The Institute of Education Sciences<br><br>*Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle School (2009)* from The Institute of Education Sciences |
| How does the intervention align with the Common Core State Standards? | Teachers develop lesson that are aligned with the district's curriculum guides.  Lessons also support the attainment of the district's student learning goals, which are predicated around the Common Core State Standards. |

# SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "*

**2015-2016 Interventions to Address Student Achievement**

| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA/Math | All Students | Class Size Reduction | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets<br>Student Growth Objective Results | **The Principles of Educational Reform:** *Guidance for Class-Size Reduction Program* **(April 2000)**<br><br>*The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory |
| Math | Eligible Students | Intervention Math Classes | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets<br>Student Growth Objective Results | *The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory |
| ELA | Eligible Students | Intervention LAL Classes | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets<br>Student Growth Objective Results | *The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory<br><br>*Improving Adolescent Literacy: Effective Classroom and Intervention Practices* **(August 2008)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |
| ELA Writing | All Students | | Robert N. Franks, Principal | PARCC Results, Quarterly Benchmark assessment results, Review of reporting features on MyAccess and using the data to assist in driving instruction<br>Student Growth Objective Results | *The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory<br><br>*Improving Adolescent Literacy: Effective Classroom and Intervention Practices* **(August 2008)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |

*ESEA §1114(b)(I)(B) strengthen the core academic program in the school;*

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| | | | | | |
|---|---|---|---|---|---|
| *ESEA §1114(b)(I)(B)* <u>*strengthen the core academic program in the school;*</u> | | | | | |
| Content Area Focus | Target Population(s) | Name of Intervention | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA | All | Meetings with 7th and 8th grade LAL staff to monitor the progression of LAL skills as defined by the CCSS . | Robert N. Franks, Principal | PARCC Results, Quarterly Benchmark assessment results, Logs of Department meetings<br><br>Student Growth Objective Results | Graham, S., Bollinger, A., Olsen, C.B., D'Aoust, C., MacArthur, C., McCutcheon, D., Olinghuse, N.<br><br>Teaching Elementary School Students to Be Effective Writers. A Practice Guide,. Washington, DC: National Center for Regional Evaluation and Regional  Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch Shanahan, T., Callison, K., Carriere, C., Duke, N.K., Pearson, P.D., Schatschneider, C and Torgeson, J., (2010) Improving Reading Comprehension in Kindergarten Through 3rd Grade,  A Practice Guide,. Washington, DC: National Center for Regional Evaluation and Regional  Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from  What Works.ed.gov/publications/practice guide. |
| Math | All | Schoolwide Use of *Go Math* Series coupled with research based instructional strategies to ensure a systematic and uniform approach to teaching math. Grade level and inter-grade level meetings to monitor the progression of skills as defined by the CCSS. | Robert N. Franks, Principal | PARCC results<br><br>Go Math Chapter and Unit Test Scores<br><br>Benchmark assessments<br><br>Student Growth Objective results | Gersten, R. et al (2009) Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools<br><br>Heck,D. Banilower, E.,Weiss, I.,  &. Rosenberg, S., (2008) Studying the Effects of Professional Development: The Case of the NSF's Local Systemic Change Through Teacher Enhancement Initiative<br><br>Herman, R., et al. (2008) Turning Around Chronically Low-Performing Schools<br><br>Slavin, R. & Lake, C. (2008) Professional Development Key to Improving Math Achievement |
| All Subjects | All Students | 1:1 Laptop initiative | Robert N. Franks | Lesson Plans PARCC Readiness Student Growth Objective | National Research Council. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, DC: The National Academies Press, 2012. |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| ESEA §1114(b)(I)(B) strengthen the core academic program in the school; | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| | | | | Results | |
| All subjects | All Students | Vocabulary.com | H. Carlton | Lesson Plans Student Growth Objective Results Standardized test results | *The Schooling Practices That Matter Most* **(2000)** by Northwest Regional Educational Laboratory  *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* **(August 2008)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |

*Use an asterisk to denote new programs*.


**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

| ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</u> | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA/Math | All Students | Academic Assistance Center | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets | *Structuring Out-of-School Time to Improve Academic Achievement* (July 2009) by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |
| ELA/Math | Eligible students based on classroom performance and teacher recommendation | Title I Extended-year Summer Program | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets. Student Growth Objective results | *Structuring Out-of-School Time to Improve Academic Achievement* **(July 2009)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| *ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Intervention** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse) |
| ELA / Math | Eligible students based on classroom performance and teacher recommendation | Title I Extended-day Program | Mr. Robert Franks, Principal | Increased achievement on State assessments and attainment of NJDOE established Annual Performance Targets. Student Growth Objective results | *Structuring Out-of-School Time to Improve Academic Achievement* **(July 2009)** by The Institute of Education Services (IES) National Center for Education Evaluation and Regional Assistance |

*Use an asterisk to denote new programs*.

**2015-2016 Professional Development to Address Student Achievement and Priority Problems**

| *ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.* | | | | | |
|---|---|---|---|---|---|
| **Content Area Focus** | **Target Population(s)** | **Name of Strategy** | **Person Responsible** | **Indicators of Success (Measurable Evaluation Outcomes)** | **Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse) |
| All Subjects | All Teachers | PLC Topics including but not limited to, Using technology to engage students, Motivation, content area literacy Differentiated Instruction, Formative and Summative Assessment, and Common Core | Mr. Robert Franks, Principal H. Carlton,VP | Attainment of the NJDOE established Annual Measurable Objectives for LAL and mathematics PLC Agendas/Minutes SPDC Survey Results | *Turning Around Chronically Low-Performing Schools* **(May 2008)** by The Institute of Educational Studies *Reviewing the evidence on how teacher professional development affects student achievement (2007)* from The Institute of Education Sciences |
| All Subjects | All Teachers | *Increasing student use of technology (SAMR model) | Mr. Robert Franks, Principal H. Carlton,VP | Attainment of the NJDOE established Annual Measurable Objectives for LAL and mathematics Inclusion of SAMR in lesson plan | *Turning Around Chronically Low-Performing Schools* **(May 2008)** by The Institute of Educational Studies *Reviewing the evidence on how teacher professional development affects student achievement (2007)* from The Institute of Education Sciences |

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| *ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.* | | | | | |
| | | | | and analysis by administration PARCC preparedness | |
| ELA/Math | All Teachers | PARCC Training | Robert N. Franks, Principal H.Carlton, VP | Staff attendance Staff feedback on evaluation forms Evaluation of PARCC implementation | **Hamilton, L, Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J.** (2009) *Using Student Achievement Data to Support Instructional Decision Making* A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov//ncee/wwc/PracticeGuide.aspx?sid=12 |
| All Subjects | All Teachers | Classroom management | Robert N. Franks, Principal H.Carlton, VP | Staff attendance Staff feedback on evaluation forms Evaluation of student referrals | **Hamilton, L, Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., Wayman, J.** (2009) *Using Student Achievement Data to Support Instructional Decision Making* A Practice Guide. Washington, DC: National Center for Regional Evaluation and Regional Assistance, Institute of Educational Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov//ncee/wwc/PracticeGuide.aspx?sid=12 |

*Use an asterisk to denote new programs*.

## SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program*
### (For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement.  Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016?  Will the review be conducted internally (by school staff), or externally?  How frequently will evaluation take place?

   *The building administration, teachers, parents and community stakeholders will monitor and evaluate the schoolwide plan for 2015-16 by carefully examining the purpose of the schoolwide program, the required components, and the contents of the school plan. The program will be evaluated each semester.*

2. What barriers or challenges does the school anticipate during the implementation process?

   *Research suggests that highly successful schools must have significant and sustained levels of parental involvement. In our school of approximately five hundred students, there is a tendency for only a small percentage of parents to become involved in the education of their children. Thus, it will be a challenge to involve more families in the implementation process because many of our parents are reluctant to take an active role at school events.*

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   *Effective and ongoing communication between home and school will be the first step in this process of obtaining the necessary buy-in from all stakeholders. In addition, the school will continue to provide communication materials in both English and Spanish so that parents can fully comprehend important notices. Next, increasing home/school collaboration is crucial and to do so, our school will need to include varied and diverse professional development opportunities for parents so that can fully comprehend the*

*importance of their roles as parents in their child's educational career. Finally, parent feedback and involvement data will be used to drive/support the process.*

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

*Staff surveys, open discussion forums, and collaborative activities will be used to gauge the perception of the staff regarding the implementation of the schoolwide plan.*

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

*Parent/community surveys in both English and Spanish as well as open/honest discussions at parent meetings will be noted and utilized to gauge the perceptions of the community.*

6. How will the school structure interventions?

*First, the school will identify students experiencing difficulty in mastering the CCSS by employing multiple assessments such as standardized testing, SGO benchmark testing, SGP results, report card grades, formative assessments in the classroom and teacher observations. Using common prep periods and grade level meetings, teachers will utilize the results of their data analysis to develop effective interventions such as differentiated instruction, blended instruction and other research based practices to address the needs of the students.*

7. How frequently will students receive instructional interventions?

*To be effective, instructional interventions will be regular and timely. These interventions will be dependent upon student performance data and specifically tailored to the needs of each student. These interventions will occur across all content areas in the classroom during the school day as well as in extended day/year programs.*

8. What resources/technologies will the school use to support the schoolwide program?

*The district has made a significant invest to enhance the school's technological infrastructure and to provide students and staff members with daily access to laptop computers. Through the district's investment in this 1:1 laptop program, students will be offered daily opportunities to master the technological components of the PARCC assessments. In addition, staff members through*

*their participation in district-wide professional development opportunities, will learn to use technology to enhance their classroom instruction. The school will provide staff and students with access to technological resources such as MyAccess Writing and vocabulary.com.*

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   *Quantitative data gleaned from the PARCC tests or other standardized assessments, and classroom performance as evidenced by formative/summative assessments (SGO benchmarks, report card grades) will be used to measure the effectiveness of each intervention provided.*

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    *The results of the schoolwide program evaluation will be disseminated to all stakeholders at the Parent Advisory Council meetings held in the fall and spring each year, at appropriate PTO meetings, and during faculty meetings focusing upon student achievement.*

# SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

Research continues to show that successful schools have significant and sustained levels of family and community engagement.  As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school.  In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| ELA | All students and parents | Community Language Arts Nights | Mr. Robert Franks, Principal | In addition to evaluating the number of parents in attendance, feedback from participants will be documented, and students' standardized test scores will be analyzed. | *Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003)* by Urban Review<br><br>*Turning Around Chronically Low-Performing Schools (May 2008)* by The Institute of Educational Studies |
| Math | All students and parents | Community Math Nights | Mr. Robert Franks, Principal | In addition to evaluating the number of parents in attendance, feedback from participants will be documented, and students' Standardized test scores will be analyzed. | *Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003)* by Urban Review<br><br>*Turning Around Chronically Low-Performing Schools (May 2008)* by The Institute of Educational Studies |
| ELA/Math/Science | Parents | Parent Newletters | Robert N. Franks, Principal | Parent Feedback on surveys<br>Standardized test results<br>SGO results | Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests (2003) by Urban Review |
| Math/ELA | All students and parents | Parent PARCC Information Workshops | Administration and Teaching Staff | • Number of Attendees<br>• Feedback on parent surveys<br>Review of state assessments and PARCC scores and School | Herman, R., et al. (2008) *Turning Around Chronically Low-Performing Schools* |

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

| Content Area Focus | Target Population(s) | Name of Strategy | Person Responsible | Indicators of Success (Measurable Evaluation Outcomes) | Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse) |
|---|---|---|---|---|---|
| | | | | Performance Report | |
| | | | | | |
| ELA/math | Parents | Implement a Title I Parent Lending Library with books and parenting materials that emphasis home/school connection | Administration and Teaching Staff | • Reporting Device noting number of books borrowed throughout the year<br><br>Parent Survey and Feedback Form | Herman, R., et al. (2008) *Turning Around Chronically Low-Performing Schools* |
| All Core Subjects | *All students and parents | How technology is infused into daily instruction. | R. Franks, Principal & H. Carlton, Vice Principal | • Number of Attendees<br>• Feedback on parent surveys<br><br>Review of state assessments and PARCC scores and School Performance Report | Herman, R., et al. (2008) *Turning Around Chronically Low-Performing Schools* |

### 2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   LAL is the content area in which APT was not achieved during the previous year and we continue to struggle in the area of mathematics.  Therefore, an emphasis will be placed on conducting PI activities that will enhance parents' understanding of reading comprehension strategies and mathematical concepts, so they develop the skills needed to support and hone their child's reading ability at home.  PI activities that inform parents about other programs and topics such as Reading Comprehension, writing, the Common Core Standards, and PARCC will also be planned.   Monthly newsletters will also be provided to parents via mailings and our school webpage.

2. How will the school engage parents in the development of the written parent involvement policy?

   Parents are invited to attend and actively participate in two (2) Title I Parental Involvement meetings, which are held in September and April.

3. How will the school distribute its written parent involvement policy?

   The policy is posted on the school website and sent home to parents.

4. How will the school engage parents in the development of the school-parent compact?

   The School-Parent Compact is reviewed and revised, as necessary, during the two (2) annual Title I Parental Involvement meetings.

5. How will the school ensure that parents receive and review the school-parent compact?

   The compact is posted on the school website and sent home to parents.

6. How will the school report its student achievement data to families and the community?

   Student achievement is reported at Board of Education meetings, in which the principal presents the school's assessment results and reviews the school's performance report data.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   The district has met its annual measurable objectives for Title III.

**8.** How will the school inform families and the community of the school's disaggregated assessment results?

Disaggregated assessment results are reported at Board of Education meetings, in which the principal presents the school's assessment results and reviews the school's performance report.

**9.** How will the school involve families and the community in the development of the Title I Schoolwide Plan?

The school involves families and the community in the development of the Title I Schoolwide Plan by conducting collaborative Parent Advisory Council and Title I Parental Involvement meetings. Additionally, family and community input is garnered from feedback forms that are collected following school events, a parent survey that is distributed during the year, and countless conversations that are held between building administrators and family/community members.

**10.** How will the school inform families about the academic achievement of their child/children?

In order to inform parents about their child's assessment results, the school mails each student's individual score report. In addition, parents are provided with quarterly marking period grades, mid-marking period progress reports, and weekly/bi-weekly progress reports, as necessary. Furthermore, parent-teacher conferences are held at least once a year; however, they are also scheduled throughout the course of the year at the request of teachers and/or parents.

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

The majority of PI funds will be used to support evening initiatives requiring staff members to facilitate each event. Community Math nights and Community Language Arts nights will be scheduled. A community night to incorporate additional disciplines that emphasizes our cross-curricular initiatives will also be investigated. Parent Newsletters focusing on LAL and Math will be purchased, posted on our website and sent home to parents. The administration and staff values the importance of the home-school connection and will plan events to reinforce the concept.

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

# SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

**ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.**

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

| | Number & Percent | Description of Strategy to Retain HQ Staff |
|---|---|---|
| Teachers who meet the qualifications for HQT, consistent with Title II-A | 39 | Teachers are offered opportunities to grow professionally through engagement in sustained, job-embedded activities outlined in the SPDC / LPDC and all components of the Mentoring Plan are implemented as well. Opportunities to increase content knowledge are provided and supported by the district, including graduate coursework specific to the teachers' teaching assignment. |
| | 100 | |
| Teachers who do not meet the qualifications for HQT, consistent with Title II-A | 0 | |
| | 0 | |
| Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test) | 3 | Paraprofessionals are offered opportunities to grow professionally through engagement in district and school-level professional development activities. This support will enable the school to attract and retain highly qualified paraprofessionals. |
| | 100 | |
| Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)* | | |
| | | |

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

# SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers.  The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

| Description of strategies to attract highly-qualified teachers to high-need schools | Individuals Responsible |
| --- | --- |
| Dover Middle School will use professional development and novice teacher mentor training to attract and retain highly-qualified teachers.  An overview of the school and district's professional support systems will be highlighted during the interview process and carefully planned and implemented during the year. | Principal and ScIP members |